

# Texas Education Agency Standard Application System (SAS)

## 2018–2019 Technology Lending

<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;">           Document Control Center, Grants Administration Division            Texas Education Agency, 1701 North Congress Ave.            Austin, TX 78701-1494         </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">             RECEIVED              TEXAS EDUCATION AGENCY              18 FEB - 6 PM 2:21              PLACE DATE STAMP HERE           </div>
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

### Schedule #1—General Information

#### Part 1: Applicant Information

Organization name	County-District #		Amendment #
Queen City ISD	034907		
Vendor ID #	ESC Region #		
1756002283	8		
Mailing address		City	State
P.O. Box 128		Queen City	TX
			ZIP Code
			75572-0128

#### Primary Contact

First name	M.I.	Last name	Title
Gayle	E.	Miller	Dir of Instruction and Technology
Telephone #	Email address		FAX #
903-796-8256	gmiller@qcisd.net		903-796-0248

#### Secondary Contact

First name	M.I.	Last name	Title
Charlotte	D.	Williams	Superintendent
Telephone #	Email address		FAX #
903-796-8256	cwilliams@qcisd.net		903-796-0248

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

#### Authorized Official:

First name	M.I.	Last name	Title
Charlotte	D.	Williams	Superintendent
Telephone #	Email address		FAX #
903-796-8256	cwilliams@qcisd.net		903-796-8256
Signature (blue ink preferred)			Date signed

  
Only the legally responsible party may sign this application.

1/29/18

**Schedule #1—General Information**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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By TEA staff person:

**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Morris Upchurch Middle School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Morris Upchurch Middle school would take great pride in having the opportunity to put a device for mobile learning in the hand of each of our students for daily use at school, home, or even on field trips! We would also like to provide internet access for the approximately 20% of our students who do not have this at home. We believe this would be a huge step in moving our student learning and teacher instruction into the 21<sup>st</sup> Century Classroom model where our students, as digital natives, could thrive.

**Campus and Community Overview**

For the past five years, Queen City ISD has continued toward its goal of having a 1:1 student to device ratio. However, since we are 58% economically disadvantaged, we have been ineligible for most grants in the past and hampered financially with our small tax base and small IMA allotment to provide technology devices in large numbers. Yet, the district has thus far purchased 140 devices for Morris Upchurch Middle School students, and has also sustained Wi-Fi with 200 Mb of bandwidth. This is a result of QCISD's school board and administrators giving emerging technology priority funding. All Morris Upchurch Middle School teachers have been extensively-trained in technology and embrace its use as evidenced by their electronic portfolios. Each student also maintains an electronic portfolio.

The Queen City school district is located in the Piney Woods region of extreme Northeast Texas. The district covers about 112 square miles. The local paper mill, which is over 30 years old, is our biggest industry. The city of Queen City has a little over 1400 residents. The median income for households in the city is under \$30,000 with about 20% of the population below the poverty line. A significant number of our families are living in generational poverty. Districtwide, our students are 16% African American, 4% Hispanic, 76% white, and 4% other ethnicities. We have many grandparents who serve as guardians for our students because the parents are unable to care for their children for various reasons. Six percent of our students are homeless as defined by McKinney-Vento. Breaking the cycle of poverty by allowing students greater opportunities for learning and thus better career opportunities upon graduation could transform this community.

**Needs Assessment**

Our middle school, with a 53% economically disadvantaged student population, has the highest percentage of at-risk students of the three campuses in the district. The campus did not meet seven out of nineteen System Safeguards in the state accountability system. In STAAR reading, only 53% of our African American students scored at the proficiency level while 79% of our white students scored as being proficient, an achievement gap of 26 percentage points. 70% of our economically disadvantaged students scored proficient while this same rating for our at-risk group was only 45%.

**Management Plan**

Our program would focus on improving learning for each student with both in-school and out-of-school internet resource usage being encouraged. We would work on improving STAAR results and improving the current TEKS-based instruction and curriculum by adopting digital instructional materials in lieu of traditional textbooks, and utilizing new programs and new apps to broaden our students' learning base. We would expect teachers to better differentiate instruction to meet the needs of the vast expanse of learning styles for each student. We would plan to improve organization and communication between teachers, students and parents.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Lastly, our program would allow all students to have technology at their fingertips on a daily basis in school and at home in order to increase their ability to use technology daily for learning, which is what our world and society are expecting of today's learners.

The seven classroom carts of devices will still be utilized, of course, but with the technology lending program, ALL classrooms can be using digital textbooks and other online resources to enhance learning.

Our library will check-out and check-in all devices at a date just prior to the start of school in August and just after a parent-student orientation on device usage. Devices, chargers, hotspots, etc. would be issued to students using our bar-coding system mirroring the current process of checking out a library book. Periodic checks would be conducted to ensure constant high-quality management of devices.

At the orientation, we will explain to parents and students the guidelines, expectations and responsibilities of this new lending program. Once every student and parent has signed the appropriate paperwork including the acceptable use policy, then each student will be assigned a new device.

When problems arise, we will ask the librarian to follow current practice by completing a technology ticket. Our technology staff will then repair the device. They will also maintain the devices throughout the school year and into the extended year (summer school) program.

Internet filters will be in place to protect our students from unwanted and inappropriate websites. The district has an internet safety policy it enforces on student use of online resources.

Continued high-quality technology integration professional development for teachers will help sustain effective usage of online resources.

Our parents are crucial stakeholders in the educational process so training sessions for parents will be offered to enable them to reinforce media literacy to their children and to help them be responsible cybercitizens.

**Evaluation, Continuous Improvement, and Sustainability**

Data-driven results from qualitative and quantitative measures will be used to determine the effectiveness of our technology use. For example, our students take the TCEA state technology assessment each year, and we will be able to compare test data prior to the lending program with data after the lending program is implemented. Our STAAR data will be disaggregated and analyzed to see if achievement gaps are closing. We will also use technology usage reports for all these devices to determine the level of technology infusion. The extent of parent involvement will be verified from surveys and informal methods. Student portfolios will be analyzed for growth. In other words, sustainment will be in full force to ensure the success of this program!

**Conclusion**

Technology cannot replace excellent teaching, but it can enhance a student's learning experience. We recognize how the world is changing and that any student who doesn't have access to a digital learning device will be viewed as "deprived." This technology lending program will allow our students to have that access even in our rural economically-depressed environment. Being able to expose all of our students to mobile learning will be an enormous tool for our teachers. Our students who need more challenging work will be challenged, and our populations with the highest needs will receive the individualized instruction they deserve. QCISD and Morris Upchurch Middle School are committed to the goals of the technology lending program.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 034907	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301	
Grant period: May 1, 2018, to August 31, 2019	Fund code: 410

Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$22,362	\$	\$22,362
Schedule #9	Supplies and Materials (6300)	6300	\$27,638	\$	\$27,638
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	<b>\$50,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$50,000
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$7500
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services**

#	Description of Service and Purpose	Grant Amount Budgeted
1	60 Data Plans (Hotspots included)	\$22,362
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$22,362
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a and b) Grand total</b>		<b>\$22,362</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 034907		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$27,638
<b>Grand total:</b>		<b>\$27,638</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 1: Student Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	175	53.68%	Current year
Limited English proficient (LEP)	1	.31%	Current year
Disciplinary placements	5	1.5%	Previous year
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	

**Part 2: Students To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	68	91	84	83	0	0	0	0	326

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Morris Upchurch Middle School is the campus which will be served by the grant as it is our highest need campus in QCISD in that we have a 51% at-risk population and 53% economically disadvantaged population.

For Morris Upchurch Middle School, the needs assessment is an ongoing process where instructional gaps are brought to light. The needs assessment is helpful in clarifying problems with instructional strategies and gaps that already exist in student learning. The campus site-based committee, which is comprised of campus and district administrators, teachers, parents, community members, and local business representatives conducts the needs assessment and determine the priority of needs with student achievement always being at the top.

Technology usage is up in the classrooms from the previous year but a thorough technology integration has not occurred due to limited resources with the student to mobile device ratio being 2.5:1. Funds from the Instructional Material Allotment and other grants or local sources have not been sufficient to implement a lending program. 18% of students have no internet access at all at home, and for 30% of our students, their only internet access is through a parent's smartphone. Additionally, some students have internet access at home but do not have personal devices for individual use.

Areas of concern for STAAR scores were Reading subpops: African American and Special Education (SPED); Mathematics subpops: African American and SPED, Social Studies groups: All Students, White and Economically Disadvantaged. Improvement is also needed in Science for All populations, Social Studies for All populations, and in Math for All populations and especially SPED.

Discipline referrals are low at this campus.

Sources used when conducting the needs assessment: Community Input, Disaggregated STAAR Data, Discipline Referrals, District Policies, Drop-out Rates, Expulsion/Suspension Records, Failure Lists, Federal Program Guidelines, Appropriately Certified Staff Reports, Mobility Rates, Parent Participation, Parental Involvement Policy, PEIMS Reports, Promotion/Retention Rates, Report Card Grades, Student and Teacher Electronic Portfolios, Technology Usage Reports, Safe Schools Checklist, Special Programs Evaluations, Special Student Populations, Staff Development, Standardized Tests, Summary of Student Progress (not taking STAAR), and Teacher Turnover Rates.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	African American student passing rates on STAAR are 23% lower in reading and 24% lower in math when compared to the general population. The gap in achievement between these two groups needs to be decreased by 5 percentage points.	With an internet-connected device in the hands of each student, increased student engagement will result. The rigor of the lesson can be increased due to the differentiation that is available with online resources. Additional learning time is available at home with online tutors.
2.	53% of our students come from economically disadvantaged families, and we are a rural community. Approximately 18% of middle school students polled indicated that they had no internet at home, and others had internet only through their parents' smartphones. Home internet access is needed.	For the gaps to close in various student populations, increased learning time is essential. The regular school day provides some accelerated instruction for students falling behind, but much more time is needed.
3.	Queen City ISD has been able to provide 140 mobile devices, but funds are just not available to make Morris Upchurch Middle School a 1:1 campus. We need devices for <u>every</u> student.	Online, engaging lessons cannot be received effectively if students don't have mobile devices that enable them to access the lessons anywhere, anytime, any place. The technology lending program would address this need.
4.	Queen City ISD has won the District UIL Academic Meet every year for the last seven years. They have also won the state title for Texas Math and Science Coaches Association State Championship for several years. These bright, or even gifted, students need to have differentiated instruction from the average learner. Our special education students, on the other hand, lag behind or shut down when the instruction is too fast-paced.	Differentiated instruction can successfully happen when a mobile device is in the hand of every student. Online learning resources can be effective in teaching the very highest achievers to the slowest of learners. College and career dreams can be attained when students are able to reach their potentials.
5.	Parental involvement is a critical factor in student learning. Parental involvement needs to be at a higher level -- especially for our at-risk and economically disadvantaged students.	With mobile devices, students would have all the notes, syllabi, texts, assignments, etc. at their fingertips, and parents would be able to see teacher instruction and requirements in order to know what their children are expected to do in their classes.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Manager	The Grant Manager will be the Middle School Principal, who holds a Master's Degree in Administration and has 14 years of experience in administration, leadership, and technology advancement and integration.
2.	Grant Data Specialist	The Grant Data Specialist will be the Middle School Counselor, with 23 years of experience in education, who holds a Master's Degree in Counseling and who is also the District Testing Coordinator. She has extensive experience in campus assessment data disaggregation.
3.	Technology Director	The QCISD Technology Director, holds two Master's Degrees, one in Education and one in Administration. She has 20 years' experience in instructional leadership roles and technology management.
4.		
5.		

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Plan for implementation of the grant	1. Review grant requirements	12/14/17	1/16/18
		2. Survey community concerning internet access	1/16/18	2/1/18
		3. Update the Technology Lending Agreement	1/16/18	2/1/18
		4. Form the TLP Grant Committee	1/24/18	1/24/18
		5. Prepare Google Form for Checkout Procedures	5/1/18	5/11/18
2.	Provide Professional Development	1. Google Apps for Education (GAPE) Math	8/13/18	8/17/18
		2. Google Apps for Education (GAPE) Science	8/13/18	8/17/18
		3. Google Apps for Education (GAPE) Social Studies	8/13/18	8/17/18
		4. Google Apps for Education (GAPE) Writing	8/13/18	8/17/18
		5. Google Apps for Education (GAPE) Reading	8/13/18	8/17/18
3.	Prepare and check out devices and data plans/hotspots	1. Finalize quotes for devices and data plans/hotspots	4/5/18	4/30/18
		2. Order devices and data plans/hotspots	5/7/18	5/18/18
		3. Orientation meeting for parents and students	8/14/18	8/14/18
		4. Receive devices, complete inventory	6/18/18	6/29/18
		5. Check out devices and hotspots	8/14/18	8/14/18
4.	Check in devices and data plans/hotspots	1. Ongoing device inventory checks	8/14/18	5/23/19
		2. Ongoing hotspot inventory checks	8/14/18	5/25/19
		3. Check in devices	5/18/19	5/25/19
		4. Check in hotspots	5/18/19	5/25/19
		5. Check overall inventory and repair needs	5/29/19	6/8/19
5.	Evaluate grant effectiveness	1. Conduct TLP Grant Committee Evaluation Meeting	5/31/19	5/31/19
		2. Complete Teacher Surveys for Feedback	5/29/19	5/30/19
		3. Complete Student Surveys for Feedback	5/22/19	5/22/19
		4. Complete findings and report to admin team	6/5/19	6/5/19
		5. Prepare TEA Evaluation Report	6/26/19	6/30/19

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our current process and procedures for monitoring goals and objectives will continue to serve to monitor this projects as it has for others. Frequent planning meetings with teachers, administrators, parents, business representatives, and other community members are held to guide decision-making for campus and district goals and objectives. Because we are a small campus, changes for staff, students and/or parents are communicated through email, the district Facebook page, district website, mailouts to parents and/or notes home to parents, and verbal communication. This personal communication has been invaluable and will allow us to monitor and adjust as necessary to maximize the effectiveness of these grant funds.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time, our district has provided the campus with seven carts of mobile Chromebooks or 140 mobile devices to be shared by the 326 students on our campus. 28 teachers share these seven mobile carts. Our teachers have received training in Google Classroom and are eager to utilize digital resources in lieu of printed textbooks but are hampered by these ratios of students to devices. We would like to improve upon this with the implementation of this program.

The leader of instruction on our campus, the principal, along with our teachers is committed to the use of digital curriculum and mobile devices. We would continue to give our teachers technology training in order for them to stay abreast of ever-changing technology and how it can best be used for student learning.

We also use computer labs for RTI in order to improve student test scores and close gaps in student learning. Students go to these labs in addition to their regular core classes. Frustratingly, because of limited devices, they only go twice a week. With this new program, those students would have access to these programs at school and at home so they would be able to use them based on their individual learning needs on a daily basis. Because of this, teachers will remain committed to the TLP and the numerous benefits to our students. District and campus administrators, also, highly support programs which improve student learning and higher achievement levels.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Teacher/Student/Parent Surveys	1.	Students agree that technology and internet access are beneficial.
		2.	Teachers see that the TLP is engaging students in the curriculum.
		3.	Parents acknowledge that the TLP is helping their child be successful.
2.	Results from Student STAAR assessments and daily work	1.	STAAR test scores for participating students result in overall improvement.
		2.	EcoD and at-risk students' STAAR scores result in overall improvement.
		3.	Student report grades are improved.
3.	Teacher Implementation	1.	Lesson plans include use of digital technology student products.
		2.	T-TESS observations and walk-throughs indicate higher use of technology.
		3.	
4.	Feedback/Reports	1.	Teachers are having high-quality digital work submitted by students.
		2.	Usage reports on mobile devices indicate higher levels of online work.
		3.	
5.		1.	
		2.	
		3.	

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

QCISD will have an embedded link on our district website to a Google form to capture student, parent, and teacher feedback every grading period. This feedback will allow us to quickly make adjustments and strengthen the technology lending program. Problems will be identified by this gathered data and also by reflected observations from teachers and administrators.

Baseline assessment scores, benchmarks, etc. for all 326 students will be compared between pre- and post-device implementation and also during the school year with DMAC. These assessments will be separately disaggregated to provide our economically-disadvantaged and at-risk student results as individual categories.

All teachers will use Google Classroom to give student assignments online and will grade those assignments online. This will be shared with the campus principals who can then monitor teacher and student use of digital resources instead of printed textbook assignments.

The hotspots for 60 students will have a management system that will generate reports on student device use. The management system on devices at school also have a reporting element for all 326 students.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district was able last year to add enough devices at the high school to equip each academic classroom with a set of laptops, Chromebooks, or iPads. IMA funds, CTE funds, and local funds were used to complete this multi-year project, which included adding devices over several years.

At the elementary, 3 student desktops or laptops are in each classroom. In addition, there are two computer labs, four Chromebook carts, and iPads disbursed to each grade level. These were purchased with local funds, IMA funds, and International Paper Grant funds.

The middle school has 140 Chromebooks, a library lab, and three laptop labs. These were purchased with local funds and IMA funds.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technology lending program would certainly align with QCISD's mission and goals!

**MISSION:**

Our mission is to ensure that each student, aided by the use of technology and guided in the acquisition of essential academic skills and life-long learning goals, will be prepared for successful, responsible, global citizenship in the twenty-first century. The district's educational program must be structured in a way that students and staff are provided training and access to the latest technology available through implementation of a comprehensive program involving the schools and the community.

**GOALS:**

- QCISD will provide an exemplary instructional program for all students to enhance achievement, access, and equity.
- QCISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.
- QCISD will have 100% of its teachers appropriately certified in the core academic subject areas on all campuses.
- Queen City ISD will implement strategies to increase partnerships with community and families to increase customer service and public relations.
- Queen City ISD will employ strategies to improve attendance and eliminate dropouts.

Our technology lending program would focus on improving learning for each student with both in-school and out-of-school internet resource usage being encouraged. We would work on improving STAAR results and improving the current TEKS-based instruction and curriculum by adopting digital instructional materials in lieu of traditional textbooks, and utilizing new programs and new apps to broaden our students' learning base. We would expect teachers to better differentiate instruction to meet the needs of the vast expanse of learning styles for each student. We would plan to improve organization and communication and the partnership between teachers, students, and parents. We, through classroom observation and reported research, realize that technology usage promotes student engagement. In turn, student engagement decreases student absenteeism.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We have conducted surveys which show that about 60 of the students on our campus have no home internet access or home internet access only through a parent's smartphone. We have no hour-long bus routes or residential centers that allow internet access\* so we will not be addressing that at this time.

With this grant, we would provide those 60 students with a device with accessories and a hotspot for internet access. These would be checked out to the student only after a parent/student orientation concerning their use.

The hotspots would be monitored through a management data and reporting system (Kajeet). All hotspots will be CIPA compliant with filtered age-appropriate content. Only educational videos can be viewed.

*\*In our district, we have a residential home for temporary foster care for children. They stay there for several days until a foster home is found. No internet is allowed because the children sometimes try to make contact with abusive parents or friends who try to help them run away.*

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In 2012-2013, QCISD became a Google Apps for Education (GAFE) district to support student learning. We utilize Google Suite (GSuite) with all its formats to create content and collaborate inside and outside of the classroom. Many of the colleges in Texas use GSuite which tells us that we are helping our students become college-ready. The lending program would allow us to give students' access to GAFE anytime and anywhere.

We believe in the need to personalize education for all students. For much of America's educational history, teachers have asked student to come to class prepared by reading text from a book. The flipped learning model leverages new technology to provide an audiovisual option to students as they prepare for class. Engagement will be at an all-time high which will helps decrease discipline problems. Some of our teachers also use Google Classroom, and we have other teachers eager to implement it, but it is currently too difficult with the limited access each classroom has to mobile devices. The grant will allow ALL our teachers to use Google Classroom. We will also be able to fully utilize adopted digital resources.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Math teachers in all grades use Dreamworks for online math instruction. The program allows the students to be given their assignments based on their current learning levels. Additional times during the day are assigned for students working at a slower pace. Dreambox and Hooda Math are other digital instructional materials being utilized by the math department.

Study Island provides supplemental online instruction in reading and writing and is used in our seventh grade ELA department. Flocabulary is another digital resource utilized in all ELA instruction.

All teachers use Video Dashboard which provides YouTube educational videos supporting/providing instruction in a safe platform. This can be used inside the Google Classroom platform.

Chrome web apps support all subject areas.

State-funded resources such as Istation are also utilized in applicable grades.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has on staff two district techs and one network manager/district tech. The network manager has extensive experience in device management such as deploying apps to selected devices. In addition, the district has a technology director who assists in the "wires and pliers" part of technology but primarily promotes and manages instructional technology. Staff members on each campus also provide some technical support.

A tech ticket system (Schooltools) is in place for any employee to report tech problems whether it be a device not working, a network issue, or needed help for logins or application usage. Most problems are addressed within 24 to 48 hours.

In 2012, the district was part of a Texas A & M University grant which provided fiber to the middle school and high school. Through district funds and e-rate funds in years past, the fiber run to the elementary was already in place but two years ago was replaced with 12-strand blown fiber which terminates into switches with 10 gb modules. In fact, all switches in the district were upgraded to gigabit or higher a couple of years ago. Access points have been installed on all campuses to provide inside and outside wifi.

Through erate and district funds, the bandwidth, which was at 5 Mb five years, is now 200 Mb with the yearly option to upgrade to as high as 500 Mb. No slowdown due to bandwidth has occurred since implementing the higher bandwidth.

We have a SonicWall as our firewall and use Lightspeed as our internet filter.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 034907

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At student registration, a parent/student survey coupled with campus information will provide the data required to determine student priority need for hotspots and/or mobile devices. A priority list will be created by the TLP grant team and used by the campus library assistant as the check-out of the devices occurs. A district inventory of the devices and hotspots will occur at the central office before they are sent to the campus.

Once all devices and hotspots arrive on campus, the librarian will add them into the library inventory and ready them for checkout. The principal will oversee the program. The check-out process will occur in August prior to the start of school and after the student/parent orientation about the devices and hotspots. At the orientation, parents and students will be trained on the guidelines, expectations and responsibilities of this new program. Once every student and parent has signed the Technology Lending Agreement and Responsible Use Policy, then each applicable student will be able to proceed to the library and check-out his/her devices and/or hotspots.

When problems arise with the technology, students will go to the campus librarian, who will complete a Schooltools tech ticket. The technology staff will then complete repairs.

The check-in process will occur in May. Students will turn in their devices and/or hotspots and pay any fines owed for damages. The technology staff will conduct maintenance checks and updates on all Chromebooks over the summer to ready them for the next school year.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will account for all devices and hotspots through the library inventory software (Destiny/Follett). The technology will be checked out to individual students, and periodic checks will help to ensure the integrity of all devices. The students are held accountable by campus policies and the Technology Lending Agreement to return the devices and hotspots in a timely manner. In order to maximize grant funding, QCISD will continue its policy of self-insuring all devices.

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